

William's Wonderful Words

Loaded Language-Everybody say: "Onomatopoeia"

Developing expressive use of the voice through Shakespeare's text

Art Form Theatre

Grade Level 6th

Standard II, obj. 1, 2

Lesson Goal:

Teachers will use creative dramatics and Shakespeare's text to enable students to develop expressive use of their voice. By combining movement of characters and analysis of words, students will develop interpretive and expressive speaking skills.

Departure question: Can students' ability to use words expressively increase the student's understanding and interpretive skills? Can these skills be increased by expressively interpreting a Shakespeare text?

Summation statements: Students ability to use their voices when reading and performing is increased when they fully commit to the words in a text.

Procedures:

Warm-up (initiating ritual) Shakespeare Insults

Everybody say "Onomatopoeia"

Discuss definitions

Students create Line Happenings

Discuss "Loaded Language"

Banana poems exercise

Read Shel Silverstein's "Polar Bear in our Frigidaire"

Students interpretively create physical actions to accentuate words through piece.

Read Edgar Allen Poe's "Bells"

Students divide up and physically different bells throughout the piece.

Gibberish Salesmen exercise

Students use Shakespeare's Henry V III,1 Shrew I,2 Petruchio's Wooing advice, Romeo and Juliet III, 2 Juliet's lament, etc.

Observe student performances of various texts

Q/A discussion with students on other words in modern language. Review or voice, text and the students' discoveries.

Indicators of Success:

Students will all listen and follow directions

Students will actively yell "Insults" back and forth to each other.

Students will create word happenings, where they will interpret words in their own way, imbuing meaning to their own word.

Students will actively engage in discussion of Loaded Language.

Students will physically dramatize "Polar Bear" Banana Poems, Bells and Gibberish.

Students will actively recite and interpret Shakespeare text.

Students will search and share other words in their vocabulary that have interpretive power.

Key Words/Vocabulary:

Warm-up: initiating exercise that focuses and prepares the students for the creative event.

Onomatopoeia: words that sound like their meaning or definition.

Loaded Language: language that is powerful in its meaning, intent and sound.

Creative dramatics: dramatic activities that utilize a child's natural ability to play.

Materials:

Scripts for the entire class:

Shakespeare Insults, Edgar Allen Poe's "Bells", Shel Silverstein's "Polar Bear in our Frigidaire", Shakespeare texts: Shrew I, 2, Romeo and Juliet III, 2.

Prior Knowledge and Experiences:

Students will have participated in warm-up activities.

Preparation Helps

Teachers should be familiar with Theatre Core Standards I-IV. Activities similar to the ones that are being implemented are contained within the state Drama core. Students should be introduced to movement and vocal activities.

Questions that will guide this lesson:

What does Onomatopoeia mean?

How do you feel when you say: *Crash, Roar, Tinkle, Marshmallow, Rage, Soft?*

What do you think Loaded Language means?

How can you give a word more power?

Does a word have power already?

How can you tell what a word is supposed to mean?

How can you tell how to say a word?

What happens when you say a word like this.....?

What is Poe telling us about these bells (all moods and scenes in the poem?)

Can you show us the story of the Bells with your bodies?

What is Shakespeare saying in this text with these words?

How do they sound, what do they tell us, are we using them the way the words ask us to use them?

What words do you use in your modern speech which have power within themselves?